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ABSTRACT

A survey of 772 high school seniors in 18 economically disadvantaged rural Vermont public high schools examined differences between students who planned to attend a 4-year college or university and those who did not. The survey instrument consisted of 105 statements pertaining to personal background and demographic data, locus of control, community-related factors, and school-related factors. Most respondents were females between 17 and 18 years of age, who reported their family income to be above $20,000, received mostly As and Bs in school, and reported that their parents had a high school education or above. Half reported being in the college preparatory academic track while 29 percent reported being in the general or vocational track. Significant differences between groups were found for 64 of 105 variables. Students aspiring to a 4-year college education perceived their high school experience in a more positive and different manner than their similar-status peers who did not so aspire. Students aspiring to attend college felt that a college education was essential for a satisfying career, that they had control over their level of success, that their community provided few career opportunities, and that their school experiences motivated them to continue learning. Includes numerous data tables and the survey instrument. (LP)

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ED 364 377

Factors Influencing Rural Vermont Public High School Seniors to Aspire or not to Aspire to a Four Year College Education

A Research Study Presented at the
National Rural Education Conference & Congress
in Burlington Vermont
October 14, 1993

by

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Abstract

This study analyzed and reported factors that influence rural Vermont high school seniors to aspire or not to aspire to four year colleges. The primary research question, and secondary questions, hypothesized there were statistically significant differences between rural Vermont public high school seniors that planned to attend college after high school graduation (Aspirers) and those that did not plan to attend (Non-Aspirers). A survey instrument was used to gather information from 772 rural Vermont high school seniors. The survey instrument contained one hundred and five statements and sub-statements (factors) pertaining to: 1) personal background and demographic data; 2) locus of control; 3) community-related factors; and 4) school-related factors. A five point likert scale ranging from "strongly agree" to "strongly disagree" was used in the survey instrument. Eighteen of Vermont's sixty-three public high schools were administered this survey; these schools being among Vermont's twenty most impoverished high schools. "Most impoverished" was determined by using income levels and other data from "Profiles of Poverty, Vermont Agency of Human Services, 1983. Frequency rates were used to construct tables revealing descriptive data regarding the population surveyed. Chi-Squared analysis was used to reveal statistically significant differences between groups classified as "Aspirers" and "Non-Aspirers." Chi-Squared analysis revealed that rural Vermont public high school seniors choosing to aspire toward a four year college education (Aspirers) perceived their high school experience in a more positive and different manner than their similar status peers who did not choose to pursue a four year college education (Non-Aspirers). Data analysis revealed significant statistical differences between the two groups. A model of Aspiration was constructed.

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Intent of the Study

The intent of this study was to discover and compare information reported from two distinct categories of rural Vermont public high school seniors: 1) those seniors who planned to attend a four year college (Aspirers) and 2) those who were not attending (Non-Aspirers). The study analyzed factors that influenced both groups' decision-making concerning attending post-secondary educational institutions of higher learning; specifically four year colleges.

Purpose of the Study

The purpose of this study was three-fold: 1) to inform state policy-makers and legislators as to the factors affecting aspiration of rural high school seniors; 2) to inform teachers, guidance counselors, building administrators, central office administrators, school boards, and communities as to the factors reported influencing (or not influencing) aspiration ; 3) to inform universities and colleges as to how they may be able to assist local public school systems in their attempts to raise levels of aspiration in all students. Providing current baseline information regarding rural aspiration for this population within Vermont is critical if progress is to be made in this area.

Problem Statement

The problem of the study was to determine what factors influenced rural Vermont public high school seniors to aspire or not to aspire to four year colleges and universities.

Primary Research Question

This study examined differences between rural Vermont public high schools seniors who aspired toward a college education and those who did not. The primary research question for this study was:

> What factors do rural Vermont public high school seniors report that have statistically significant differences on measured survey items within the areas of personal background and demographic data, locus of control statements, community context, and school context that contribute to their post-secondary educational aspirations?

Secondary Research Questions

In analyzing the primary research question, four secondary research questions were explored:

1. What factors do Vermont rural public high school seniors report that have statistically significant differences on measured survey items within the area of personal background and demographic data that contribute to their post-secondary educational aspirations?

2. What factors do Vermont rural public high school seniors report that have statistically significant differences on measured survey items within the area of locus of control that contribute to their post-secondary educational aspirations?

3. What factors do Vermont rural public high school seniors report that have statistically significant differences on measured survey items within the area of community context that contribute to their post-secondary educational aspirations?

4. What factors do Vermont rural public high school seniors report that have statistically significant differences on measured survey items within the area of school context that contribute to their post-secondary educational aspirations?

Descriptive Data Tables

Table 1
High School Senior Population: Gender

Gender	Frequency	Percent
Males	377	49.0
Females	385	50.0
Not Reporting	10	1.0
Total	772	100.00

Note. All percentages have been rounded to the nearest whole percent. One percent variation exists in some 100% totals.

Table 2
High School Senior Population: Age

Age	Number	Percent
16	37	5.0
17	453	58.0
18	237	31.0
19	32	4.0
20	1	00.0
Not Reporting	12	2.0
Total	772	100.0

Note. All percentages have been rounded to the nearest whole percent. One percent variation exists in some 100% totals.

Table 3
High School Senior Population: Parent Income

Income Level	Number	Percent
0- 10K	56	7.0
10-15K	70	9.0
15-20K	91	12.0
20-30K	150	19.0
30-40K	125	16.0
40K+	142	18.0
Not Reporting	138	18.0
Total Respondents	772	100.00

Note. All percentages have been rounded to the nearest whole percent. One percent variation exists in some 100% totals.

Table 4
High School Senior Population: Parent's Education: Mother

Level	Frequency	Percent
8th grade	26	3.0
Some high school	87	11.0
Finished high school	351	45.0
Some college	97	13.0
2 year degree	54	7.0
4 year degree	82	11.0
Masters Degree	27	3.0
Working on Doctorate	4	0.0
Finished Doctorate	3	0.0
Not Reporting	41	5.0
Total	772	100.00

Note. All percentages have been rounded to the nearest whole percent. One percent variation exists in some 100% totals.

Table 5
High School Senior Population: Parent's Education: Father

Level	Frequency	Percent
8th grade	75	10.0
Some high school	83	11.0
Finished high school	310	40.0
Some college	78	10.0
2 year degree	50	6.0
4 year degree	70	9.0
Masters Degree	43	6.0
Working on doctorate	7	1.0
Finished Doctorate	3	0.0
Not Reporting	53	7.0
Total	772	100.00

Note. All percentages have been rounded to the nearest whole percent. One percent variation exists in some 100% totals.

Table 6
High School Senior Population: High School GPA

Grade	Frequency	Percent
A	132	17.0
B	393	51.0
C	191	25.0
D	11	1.0
F	0	0.0
Not Reporting	45	6.0
Total	772	100.00

Note. All percentages have been rounded to the nearest whole percent. One percent variation exists in some 100% totals.

Table 7
High School Senior Population: High School Track

Track	Frequency	Percent
College	375	49.0
General	144	19.0
Vocational	79	10.0
Business	42	5.0
Other	12	1.0
Not Reporting	120	16.0
Total	772	100.00

Note. All percentages have been rounded to the nearest whole percent. One percent variation exists in some 100% totals.

Discussion of Descriptive Data

772 rural Vermont public high school seniors completed this survey in eighteen of Vermont's twenty most-impoverished rural public high schools. Fifty-seven survey statements, several having sub-statements within them, brought the total number of possible responses that could be significantly different to one hundred five. Tables 1-7 within this study display some characteristics of the population surveyed. Statement Item numbers match those on the survey used for this study.

The survey respondents were slightly more often female than male (50% female; 49% male; 1% not reporting). 90% of the respondents were between seventeen and eighteen years of age. 38% of the respondents reported their family income to be below $20,000 per year. 51% of the respondents reported their family income to be above $20,000 per year.

45% of all respondents reported their mothers had completed high school. By adding those reporting educational attainment levels at or above high school together, the high school completion rate would be almost 80%. 13% of all respondents reported their mother had some college experience. 11% of all respondents reported their mother held a four year college degree. 3% reported their mother held an advanced college degree.

40% of all respondents reported their fathers had completed high school. By adding those reporting educational attainment levels at or above high school together, the high school completion rate would be almost 73%. 10% of all respondents reported their father had some college experience. 9% of all respondents reported their father held a four year college degree. 6+% reported their father held an advanced college degree.

68% of the respondents reported their grade point average (GPA) to be received mostly As and Bs. And 49% of the respondents reported being in the college preparatory academic track with another 29% reporting they were in the general and vocational track respectively.

What can be gathered from this data is that the typical respondent used their intellectual ability in high school at an average to above-average rate. The majority were capable of aspiring toward a four year college or university education. However, factors outside of their intellectual ability assisted survey respondents in their decision to aspire or not to aspire toward a four year college or university education as the inferential data will show.

Inferential Data

These tables display inferential data for all survey statements having statistical significance. Copies of the complete tables are available upon request. The survey instrument is attached.

Some survey statements are not evident within the discussion of inferential data. Some of these statements had no statistical significance and are therefore not displayed nor discussed. Survey statements forty-two and forty-three were not used in Chi-Squared analysis as they were qualitative in nature; having each respondent write down their mother's and father's occupation.

The Chi-Squared analysis tables are displayed by the clustering of survey instrument statements that closely relate to each other to create the categories of: 1) demographic and background information; 2) locus of control; 3) community context; and 4) school context.

Inferential Data Tables

The following are tables representing the Chi-Squared analysis findings for the categories of: 1) demographic and background information; 2) locus of control; 3) community context; and 4) school context. Each table displays the statistical significance

Table 8
Demographic and Background Information

Survey Question #	Chi-Squared Level of Significance
1.	.000 ***
6.	.000 ***
11.	.000 ***
12.	.000 ***
19.	.000 ***
29.	.000 ***
34a.	.000 ***
34b.	.000 ***
34c.	.000 ***
34e.	.000 ***
34f.	.000 ***
35a.	.000 ***
35c.	.000 ***

Table 8 (continued)
Demographic and Background Information

Survey Question #	Chi-Squared Level of Significance
35k.	.004 **
39a.	.000 ***
39d.	.000 ***
39f.	.000 ***
39g.	.000 ***
40.	.000 ***
41a.	.000 ***
41b.	.000 ***
44.	.009 **
45.	.000 ***
46.	.000 ***
56.	.002 ***

1)Chi-Squared statistical significance was rated at P<.05 (*); P<.01 (**); P<.001 (***).

Table 9
Locus of Control

Survey Question #	Chi-Squared Level of Significance
30.	.000 ***

1) Chi-Squared statistical significance was rated at P<.05 (*); P<.01;(**); P<.001 (***).

Table 10
Community Context

Survey Question #	Chi-Squared Level of Significance
8.	.000 ***
9.	.000 ***
31.	.000 ***
33.	.001 **
37e.	.003 **
38b.	.000 ***

Table 10 (Continued)
Community Context

Survey Question #	Chi-Squared Level of Significance
38e.	.000 ***
38f.	.000 ***
38g.	.001 **
38h.	.000 ***
38j.	.002 **
38k.	.000 ***
39b.	.000 ***
39c.	.000 ***

1) Chi-Squared statistical significance was rated at P<.05 (*); P<.01;(**); P<.001 (***)

Table 11
School Context

Survey Question #	Chi-Squared Level of Significance
7.	.000 ***
14.	.000 ***
15.	.000 ***
18.	.016 *
20.	.000 ***
21.	.018
22.	.018 *
24.	.000 ***
25.	.004 *
26.	.000 ***
27.	.000 ***
36a.	.000 ***
36b.	.009 **
36c.	.000 ***
38c.	.000 ***
39h.	.016 **
48.	.000 ***
49.	.000 ***
50.	.000 ***
51.	.011 **

Table 11 (continued)
School Context

Survey Question #	Chi-Squared Level of Significance
52.	.000 ***
53.	.000 ***
54.	.000 ***
55.	.000 ***

1) Chi-Squared statistical significance was rated at P<.05 (*); P<.01 (**); P<.001 (***).

Discussion of Inferential Data

Using Chi-Squared analysis to analyze the data of one hundred five variables, sixty-four had statistical significance.The findings revealed Aspirers significantly differed from Non-Aspirers in many areas of the survey. Approximately half of the survey statements did not yield significant statistical differences between the groups. Statistically significant differences appeared in all four categories of 1) demographic and background information; 2) locus of control; 3) community context; and 4) school context.

In the section regarding Background Information and Demographics, Aspirers more often reported:

1. they would go to college if they had the funds.
6. college was necessary to become a success.
11. they wanted to live in a city bigger than their hometown.
12. they disagreed college was too far away.
19. they disagreed that college is more work than it is worth.
29. they did not want to get married right after high school.
34a. they were going to go on to four year colleges or universities.
34b. not considering options other than college as viable. (also 34c,e,and f)
35a. that graduating from college was a sign of success.
35c. making lots of money was a sign of success.
35k. having a satisfying career was a sign of success.
39a. their parents were in agreement with their plans after high school.
39d. their relatives were in agreement with their plans after high school.
39f. if they were female, that their boyfriend was in agreement with their plans after high school.
39g. their clergy person was in agreement with their plans after high school.

40. they planned to move away and not return.
41a. they were 17 / 18 years of age.
41b. they were more often female.
44. their parents had a higher income.
45. their mother was more highly educated.
46. their father was more highly educated.
56. they decided to go to college at an early age.

In the section regarding Locus of Control, Aspirers more often reported:

30. they could be successful in college if they choose to be.

In the section regarding Community, Aspirers more often reported:

8. they disagreed there were jobs in town after graduation.
9. they disagreed the community provides things for now and in the future.
31. they did not want to stay near their community because of personal relationships.
33. boyfriend/girlfriends relationship did not affect what they wanted to do after high school.
37e. their girlfriend (or boyfriend) had little to do with guiding their plans after high school.
38b. their group of friends got better grades.
38e. their group of friends included some that were already in college.
38f. most friends had chosen to go to college.
38g. some of their current friends had chosen to go to college.
38h. at least a few of their friends were going to college.
38j. some of their friends had not chosen to enter the armed forces.
38k. some of their friends had not chosen to begin work immediately after high school.
39b. their friends were in agreement with their plans after high school.
39c. that community members were in agreement with their plans after high school.

In the section regarding School, Aspirers more often reported:

7. a college education was a sign of success.
14. high academics stimulated them to continue learning.
15. the coursework had not been challenging.
18. their coursework was related to their career plans.
20. they were not sure their coursework prepared them for college.
21. disagreed the coursework they took "limited" their after-high-school plans.
22. teachers of different academic tracks had different expectations of their students.
24. their guidance counselor made them aware of coursework necessary for college.
25. disagreed boys at their high school had a better chance of going on to college.
26. students who did well as athletes had a better chance of going to college.
27. athletes had a better chance of going to college because of scholarships.
36a. that a teacher was not a factor in college aspiration.
36b. that an administrator was not a factor in college aspiration.
36c. that the school guidance counselor was not a factor in college aspiration.
38c. their group of friends was comprised of students in sports and clubs.
39h. school personnel were in agreement with their plans after high school.
48. they were active in at least one sport in high school.
49. they were active in at least one club in high school.
50. they were members of the national honor society.
51. they seldom skipped classes at high school.
52. had taken all courses necessary for college.
53. a higher grade point average (GPA).
54. they were aware of academic tracks.
55. they were in the college prep.track.

Model of An Aspirer

The following represents a model of a typical Aspirer, based on information within this study. The model represents all of the information in a condensed form. Within the context of this study the following model emerged.

Background Information and Demographics,

Aspirers more often reported:

1. a college education was important, would lead to making lots of money, and a satisfying career.

2. their parents, relatives, and friends were in agreement with their "after high school plans."

3. they planned to move away after high school, desired to live in a city bigger than their hometown, and did not want to get married right after high school.

4. they were more often female.and they decided to go to college at an early age.

5. their parents had a higher income and their parents were more highly educated.

Locus of Control

Aspirers more often reported:

1. they could be successful in college if they choose to be.

Community

Aspirers more often reported:

1. they saw no jobs in town and felt the community provided few opportunities now and in the future.

2. boyfriend/girlfriends relationships had little affect on after high school plans.

3. at least some of their friends got better grades, were going on to college, were already in college, fewer were choosing the armed forces.

School

Aspirers more often reported:

1. academics stimulated them to continue learning.

2. their coursework had not been challenging, but was related to their career plans.

3. they were not sure their coursework prepared them for college, but disagreed the coursework they took "limited" their after-high-school plans.

4. knowing that teachers of different academic tracks had different expectations of students.

5. disagreed boys at their high school had a better chance of going on to college, felt students who did well as athletes had a better chance of going to college, and felt athletes had a better chance of going to college because of scholarships.

6. teachers, administrators, and school guidance were not a factor in college aspiration, but that school personnel were in agreement with their plans after high school.

7. their group of friends was comprised of students in sports and clubs.

8. they were active in at least one sport and club, were members of the national honor society, seldom skipped classes, took all courses necessary for college, had a higher grade point average (GPA).

Conclusions

The following conclusions were drawn in regard to the primary research question and sub-questions: There were statistically significant differences between Aspirers and Non-Aspirers within sixty-four of the one hundred five survey statements, resulting in a model of college aspiration being constructed that displayed the differences in background information and demographics, locus of control, community, and school contexts.

Implications for Policy and Practice

General Discussion

The purpose of this study was three-fold: 1) to inform state policy-makers and legislators as to the factors affecting aspiration of rural low socioeconomic status public high school seniors; 2) to inform teachers, guidance counselors, building administrators, central office administrators, school boards, and communities as to the factors reported influencing (or not influencing) aspiration ; 3) to inform universities and colleges as to how they may be able to assist local public school systems in their attempts to raise levels of aspiration in all students. Implications for Policy and Practice:

Implications: State policy Makers

State Policy makers must begin to explore the data this study reveals. They must be aware that programs can be put in place to

improve rural Vermont public high school senior aspiration rates. Though legislators look at aspiration rates as one sign of school improvement programs, they need to look at what drives aspiration rates, and in what socioeconomic groups these rates have improved and not improved. Schools that have more poverty level students in them, schools that reside in higher poverty regions of the state will need better funding and more school improvement efforts if more students are going to choose to attend four year colleges, as well as other forms of post-secondary higher education.

Implications: Field-Based Education Personnel

It has long been known that field-based personnel have knowledge of the problem (Aylesworth and Bloom, 1976; Barker, 1985; Downey, 1980; and Oakes, 1985). As Ballou and Reeves (1986) state, "How can they imagine what they can't perceive?" Teachers, guidance counselors, and building administrators, central office administrators, school boards, and community members need to understand the current field research and the results of this study. They must put school/community improvement programs in place that will make a positive difference in the lives of many students.

Carpenter and Fleishman, (1987), Larcebeau, (1983), and Majoribanks (1986) agree that students and their parents need increased assistance if educational programs are going to raise post-secondary aspiration rates. Field-based education personnel should begin studying their schools and replicating current successful practices (Lezotte, 1982; and Lezotte, Edmonds, and Ratner, 1974); also implementing additional school improvement practices. New strategies and programs that help Non-Aspirers become Aspirers can increase four year college aspiration rates and create better quality of life situations for many more young adults.

Implications: Universities and Colleges

Universities and colleges have a large role to play in raising aspiration rates of rural Vermont public high school students. They must assist state policy-makers and field-based education personnel in bringing about changes in policies, school financing practices, and in implementing school improvement programs that will enhance educational opportunities and raise post-secondary higher education aspiration rates.

School Development Institutes, offered through the University of Vermont and the Vermont Department of Education, and other educational institutes and course offerings, are examples of some of the current opportunities to gain new information and awareness data from this study.

Recommendations for Further Study

On the basis of this study's findings, it is possible to suggest some areas that would prove useful for further educational research.

First, though this study did not focus on gender as a research question, there is sufficient evidence within the data gathered to suggest that male and female rural Vermont public high school seniors aspire at different rates. Current national research already demonstrates this (Rosser, 1988). Literature reviewed by this researcher, suggested females were less likely to aspire or to do as well financially as their male counterparts unless they went to college or married a college graduate (Knisley, 1988; Rosser, 1988). This study reveals a group of females aspiring to four year colleges and universities at a higher rate than their male counterparts. Certainly this area is worth studying to see if there are programs in place within Vermont schools that are beginning to equalize aspiration rates between males and females.

Second, this was a study of rural Vermont public high school seniors from eighteen of Vermont's twenty most-impoverished public high schools. Data has also been collected from other Vermont high schools. A study comparing Vermont's most impoverished high schools compared wealthier high schools would prove fruitful.

Third, most high schools have kept their coded sheets indicating which students took the surveys. This researcher has requested that each school store their survey sheets in a confidential manner so that longitudinal studies may be undertaken in years to come.

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Appendix A
High School Senior survey

High School Senior Survey

School_____ Date_____

Student_____ Survey # _____

Dear High School Senior,

Today's world is changing rapidly, and education must keep up with these changes I'm interested in your high school experience and want to know more about it. I'd also like to know what you think you'll be doing after you graduate from high school.

As a doctoral student at the University of Vermont, I am attempting to document your thoughts concerning your high school years by using this survey. Responses to the study will be analyzed to see if similarities in responses exist over a larger number of schools and participants. Results will be reported, in a confidential manner, to your school officials and within my dissertation in an attempt to record what high school seniors think about their high school years and beyond.

Choosing what you are going to do after high school is extremely difficult. Some of the items in this survey ask you to list who (or what) may have influenced your "after-high school education plans."

Please make every attempt to be as honest as you can while answering survey items. If you feel the need to further explain a response, please do so in the area marked "additional comments."

When you have completed your survey, please check it to make sure all parts are filled in correctly, place it in the envelope provided, seal the envelope, and return it to the supervisor in the room.

Thank you in advance for your participation,

Charles C. Knisley

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Doctoral Student
University of Vermont

Survey #_____23_____

Please mark (or check) one box for each statement. The box checked should be the one that most accurately portrays your perception or thoughts.

1. I would go to college if I had the funds.

☐ strongly agree	☐ agree	☐ not sure	☐ disagree	☐ strongly disagree

2. Having a lot of money in the future is important to me.

☐ strongly agree	☐ agree	☐ not sure	☐ disagree	☐ strongly disagree

3. No matter what people choose to do with their lives, if they want to they can be successful.

☐ strongly agree	☐ agree	☐ not sure	☐ disagree	☐ strongly disagree

4. I want a life that is financially better than my parents.

☐ strongly agree	☐ agree	☐ not sure	☐ disagree	☐ strongly disagree

5. I feel my teachers did not challenge me to reach my full potential.

☐ strongly agree	☐ agree	☐ not sure	☐ disagree	☐ strongly disagree

6. I feel a college education is necessary to become a success.

☐ strongly agree	☐ agree	☐ not sure	☐ disagree	☐ strongly disagree

7. My most important social contacts are centered around the school.

☐ strongly agree	☐ agree	☐ not sure	☐ disagree	☐ strongly disagree

8. There are jobs in town that are waiting for me after graduation.

☐ strongly agree	☐ agree	☐ not sure	☐ disagree	☐ strongly disagree

9. My community provides me with enough social "things to do" for now and in the future.

strongly agree	agree	not sure	disagree	strongly disagree

10. Most of what happens to people in their lives is caused by things that are not under their control.

strongly agree	agree	not sure	disagree	strongly disagree

11. I want to live in a town/city that is bigger than my present town.

strongly agree	agree	not sure	disagree	strongly disagree

12. I would go to college, but it is too far away.

strongly agree	agree	not sure	disagree	strongly disagree

13. Not having daily access to a decent car will affect my "after high school" career plans .

strongly agree	agree	not sure	disagree	strongly disagree

14. High school academics stimulated my interest to continue learning.

strongly agree	agree	not sure	disagree	strongly disagree

15. The coursework I've taken in high school has been challenging.

strongly agree	agree	not sure	disagree	strongly disagree

16. I reached my full potential in high school.

strongly agree	agree	not sure	disagree	strongly disagree

17. Most of what happens to me in my life is caused by things not under my control.

strongly agree	agree	not sure	disagree	strongly disagree

18. My coursework in high school was related to my career plans.

strongly agree	agree	not sure	disagree	strongly disagree
☐	☐	☐	☐	☐

19. College is more work than it is worth.

strongly agree	agree	not sure	disagree	strongly disagree
☐	☐	☐	☐	☐

20. I feel my coursework in high school prepared me well for going to college.

strongly agree	agree	not sure	disagree	strongly disagree
☐	☐	☐	☐	☐

21. The classes I have taken have limited my "after high school" career plans.

strongly agree	agree	not sure	disagree	strongly disagree
☐	☐	☐	☐	☐

22. I feel teachers in different levels of classes at my high school had different expectations for different groups of students.

strongly agree	agree	not sure	disagree	strongly disagree
☐	☐	☐	☐	☐

23. My guidance counselors worked with me to make sure my courses were challenging.

strongly agree	agree	not sure	disagree	strongly disagree
☐	☐	☐	☐	☐

24. My guidance counselors made me aware of what courses I had to take to go to college.

strongly agree	agree	not sure	disagree	strongly disagree
☐	☐	☐	☐	☐

25. It seems to me that boys at this high school have a better chance of going on to college than girls do.

strongly agree	agree	not sure	disagree	strongly disagree
☐	☐	☐	☐	☐

26. Those students who do well in athletics are more likely to go to college.

strongly agree	agree	not sure	disagree	strongly disagree
☐	☐	☐	☐	☐

27. I feel athletes have a better chance of going on to college because of scholarship opportunities.

strongly agree	agree	not sure	disagree	strongly disagree
☐	☐	☐	☐	☐

28. I think students who do well in athletics are usually weaker academically and don't do well in college.

strongly agree	agree	not sure	disagree	strongly disagree
☐	☐	☐	☐	☐

29. I want to get married right after high school.

strongly agree	agree	not sure	disagree	strongly disagree
☐	☐	☐	☐	☐

30. If I chose to, I'm sure I could be successful in college.

strongly agree	agree	not sure	disagree	strongly disagree
☐	☐	☐	☐	☐

31. I want to stay near my community because my girlfriend/boyfriend will still be here and I want to be close to him/her.

strongly agree	agree	not sure	disagree	strongly disagree
☐	☐	☐	☐	☐

32. No matter what I chose to do after high school, I know I can be successful.

strongly agree	agree	not sure	disagree	strongly disagree
☐	☐	☐	☐	☐

33. My boyfriend's/ girlfriend's career choices have affected what I want to do after I graduate from high school.

strongly agree	agree	not sure	disagree	strongly disagree
☐	☐	☐	☐	☐

PLEASE READ EACH QUESTION OR STATEMENT AND THEN RESPOND BY CHECKING THE APPROPRIATE BOX (ES).

34. **Please list <u>all types</u> of career activities you plan to undertake after graduating from high school:**
- ☐ college (4 year) ☐ college (2 year) ☐ armed services
- ☐ trade school ☐ apprenticeship ☐ full time employment
- ☐ other_____

35. **Please check <u>all items</u> you feel are "signs" of <u>success</u>:**
- ☐ graduate from college ☐ obtain a quality job ☐ satisfying career
- ☐ get married ☐ raise a family ☐ good health
- ☐ lots of money ☐ maintain good friends ☐ good business life
- ☐ good relations with others ☐ live up to my potential ☐ live up to parent's expectations
- ☐ live up to teacher exectations ☐ continue to learn more

36. **Please check <u>all people</u> at school who helped you decide what to do after high school:**
- ☐ teacher ☐ guidance counselor ☐ coach
- ☐ administrator ☐ other _____

37. **Please check <u>all people</u> "outside of the school" who helped you to decide what to do after high school:**
- ☐ parent (s) ☐ relatives ☐ minister/clergy
- ☐ friend (s) ☐ girlfriend ☐ boyfriend
- ☐ community member(s) ☐ other _____

38. **Please check <u>all statements</u> that are <u>true</u> about your group of friends.**
- ☐ My group of friends has a little bit of every type of student in it.
- ☐ My group of friends gets As and Bs for the most part.
- ☐ My group of friends is composed of students in sports or clubs.
- ☐ My group of friends is a very important part of my high school life.
- ☐ My group of friends contains people already in college.
- ☐ Most of my group of friends haven't chosen to go to college.
- ☐ Some of my group of friends have chosen to go on to college.
- ☐ None of my group of friends are going on to college.
- ☐ My friends' career choices have affected what I want to do with my own life.
- ☐ Some of my group of friends have chosen to enter the armed forces.
- ☐ Some of my group of friends have chosen to begin working immediately.
- ☐ I want to keep close ties with my group of friends after I graduate from high school.

39. **Please check the box(es) of <u>all people</u> who are in agreement with your decision to go (or not to go) to college:**

☐ parent (s)	☐ relatives	☐ minister /clergy
☐ friend (s)	☐ girlfriend	☐ school personnel
☐ community member(s)	☐ boyfriend	☐ other _____

40. **Please check the <u>one statement</u> that best describes your intentions after high school graduation.**

☐ I plan to move away from my community after high school and then return to live in my home community at a later date.

☐ I plan to move away from my community after high school and not return to live in my home community at a later date.

☐ I do not plan to move away from my community after high school.

41. Your Age (today) _____ Sex : ☐ Male ☐ Female

42. Father's current occupation _____

43. Mother's current occupation _____

44. Approximate level of parent's income per year: (check appropriate box)

☐ $0- $10,000	☐ $10,000 - $15,000	☐ $15,000 - $20,000
☐ $20,000 - $30,000	☐ $30,000 - $40,000	☐ $40,000 and over

45. Mother's level of education:

☐ eighth grade or below	☐ some high school
☐ finished high school	☐ some college
☐ finished two year degree	☐ finished four year college degree
☐ finished master's degree	☐ working on doctorate
☐ finished doctorate	☐ Professional Degree (Doctor, lawyer, dentist)

46. Father's level of education

☐ eighth grade or below	☐ some high school
☐ finished high school	☐ some college
☐ finished two year degree	☐ finished four year college degree
☐ finished master's degree	☐ working on doctorate
☐ finished doctorate	☐ Professional Degree (Doctor, lawyer, dentist)

47. Have you attended this high school all four years?
☐ Yes ☐ No

48. Are you active in at least one sport in high school?
☐ Yes ☐ No

49. Are you active in at least one club in high school?
☐ Yes ☐ No

50. Are you a member of the National Honor Society?
❑ Yes ❑ No

51. Do you ever skip classes to go do other things away from the high school?
❑ Yes ❑ No

52. Have you taken all coursework necessary for entering college?
❑ Yes ❑ No

53. What would you estimate your overall grade average to be?
❑ 90 - 100 (A) ❑ 80 - 89 (B) ❑ 70 - 79 (C) ❑ 60-69 (D)
❑ below 60 (F)

54. Are you aware of the different academic tracks (levels of classes/courses) in your high school?
❑ Yes ❑ No

55. In which high school track are your classes?
❑ College Preparatory ❑ General ❑ Vocational ❑ Business
❑ Other_____

56. What was your age when you decided to go (or not to go) to college?
❑ 5 - 10 years old ❑ 11 -15 years old ❑ 16 - 19 years old

57. Do you intend to go to college after high school graduation?
❑ Yes ❑ No

58. **Additional comments:** Feel free to provide any other information you feel may be helpful. Use the bottom of this page for your additional responses and comments. If you are responding to a particular question, please give the number of that question with your reponse. 23

PLEASE CHECK OVER THE SURVEY. NOW THAT YOU ARE DONE, PLEASE PLACE THIS SURVEY IN THE WHITE ENVELOPE AND RETURN IT TO YOUR TEACHER/PROCTOR. THANK YOU.